

2006 – 2007
LEARN AND SERVE – MICHIGAN
SCHOOL-BASED
APPLICATION GUIDELINES



APPLICATIONS MUST BE RECEIVED BY:
Wednesday, April 5, 2006
Fax and electronic versions will not be accepted

Michigan Community Service Commission
Learn and Serve – Michigan
1048 Pierpont, Suite 4
Lansing, Michigan 48913
(517) 335-4295
www.michigan.gov/mcsc

I. Learn and Serve - Michigan Overview

Learn and Serve - Michigan is a statewide grant program that supports service-learning programs in schools that help students from kindergarten through twelfth grade meet community needs while improving their academic skills and learning the habits of good citizenship. Learn and Serve - Michigan grants are used to create new programs or expand existing programs as well as to provide training and development to staff, faculty, students, and volunteers. This grant program is federally funded by the Corporation for National and Community Service (CNCS) and administered by the Michigan Community Service Commission (MCSC) in partnership with the Michigan Department of Education (MDE). The grants support the integration of service-learning in Michigan school districts.

Service-learning is a teaching methodology that connects meaningful community service with academic learning, personal growth, and civic responsibility. These programs help youth see beyond the classroom, and into the community, where they learn by addressing community needs and solving real-life problems in the areas of education, public safety, human services, the environment, and disaster preparedness/Homeland Security. Students benefit as they learn to understand more about the world around them, comprehend academic content and apply their knowledge in contributing to their community's well being.

Learn and Serve - Michigan also promotes partnerships between community agencies, institutions of higher education, and public/private schools. The programs are built around local community needs and interests and involve diverse partners including nonprofit organizations and social service agencies. Community involvement in such programs not only increases visibility of community service and committed institutions but also provides an opportunity to address concerns that previously were beyond one organization's scope of action.

A. 2006-2007 Learn and Serve - Michigan School-Based Goals

Learn and Serve - Michigan School-Based program grants are intended to assist schools in developing high quality sustainable service-learning programs. The long-range goal of the grant is to integrate service-learning into the instructional methodology of school districts to expand the breadth and depth of service-learning and provide greater learning opportunities for all students. The MCSC has established the following goals for the Learn and Serve - Michigan School-Based program:

1. School districts will provide students with sequential high-quality service-learning experiences so that, at a minimum, all students have at least one service-learning experience at the elementary, middle, and high school levels.
2. All service-learning activities will incorporate the Essential Elements of Effective Service-Learning.
3. School districts will connect the service-learning initiative to other school efforts such as school improvement plans; school-to-work; and safe and drug-free schools.
4. School districts will design service-learning programs to address core and non-core curriculum standards.
5. School districts will link service-learning to state standards, assessments, and accountability tools.
6. School districts will provide the necessary support for service-learning so that programs will be self-sustaining after receiving six years of Learn and Serve - Michigan funds.

7. School districts will regularly provide teachers and administrators with professional development opportunities that include training in the philosophy and pedagogy of service-learning.
8. School districts will involve youth as active partners in the design, implementation, and evaluation of the service-learning initiative.
9. School districts are expected to design programs that will engage a significant number of youth living in poverty in service-learning to meet the pressing needs of their community. Schools will engage and/or provide services to youth who grow up in severely distressed communities, characterized by high poverty rates and a variety of social problems.
10. Districts should intentionally encourage students to develop lifetime commitment to service and civic responsibility.
11. School districts will assess students' understanding of content standards and civic responsibility.
12. School districts will regularly conduct program evaluations and/or participate in research studies in order to investigate and improve the efficacy of service-learning as a teaching methodology and a strategy to improve academic performance.
13. Service-learning practitioners will initiate and engage in dissemination efforts such as in-services, conference presentations, and publications in order to foster best practice and to increase awareness of service-learning.
14. School districts will plan activities of sustained or significant duration so that student involvement lasts for a minimum of 20 hours per semester in order to have lasting impact.
15. School districts will develop partnerships with higher education institutions, K-12 schools, and community-based organizations in order to support the implementation and institutionalization of service-learning.

B. Grant Period, Types, Amount, Match Requirements, and Terms of Grants

1. Grant Period, Types, and Amount

The MCSC has approximately \$600,000 available to fund high quality Learn and Serve - Michigan programs for the period of **September 1, 2006 – August 31, 2007**. In order to meet the varying needs of school and school districts, three types of grants are available: Planning, Implementation, and Institutionalization. The grants are designed to meet local needs and may be used for program development, program implementation and institutionalize.

a. Planning Grants

The MCSC provides planning grants to school districts and public school academies that have never received Learn and Serve - Michigan funding in order *to develop a plan* to establish service-learning throughout the district. Applicants are asked to organize systems and stakeholders who will spend the year developing broad goals for implementing quality service-learning practice in the following year. Applicants are required to pilot one service-learning activity at each building level (i.e. one elementary, one middle school and one high school) by the end of the planning year. The MCSC will arrange training and technical assistance to help grantees in the development of this project. Funds may be used for, but are not limited to, advisory board development, professional development, peer exchanges, resource procurement, conference attendance, staffing, and/or hiring consultants.

b. Implementation Grants

The MCSC provides grants to *implement* service-learning in Michigan school districts and public school academies. Districts applying in this category must demonstrate knowledge of

and experience with service-learning. The primary goal of the implementation grants is the expansion of existing service-learning practice to every school building in the school district. Applicants in this category are asked to articulate goals for advancing service-learning district-wide in order to ensure all students have at least one service-learning experience at each grade span. Applicants must also prepare one-year objectives in the areas of quality practice; professional development; advisory board development; connection to school and community; assessment; evaluation; dissemination; and program sustainability.

c. Institutionalization Grants

The MCSC provides grants to *institutionalize* service-learning in Michigan school districts and public school academies. Institutionalization grants may be awarded for up to two years. Districts must have implemented service-learning for a minimum of three years to be eligible for this grant. The primary goal of these grants is the sustainability of quality service-learning practice. Applicants in this category are required to articulate goals for sustaining service-learning district-wide, and must prepare one-year objectives in the areas of quality practice, professional development, advisory board development, school and community collaborations, dissemination, student civic engagement, assessment, evaluation, and program sustainability.

Grants will be awarded based on the categories previously mentioned and on classification of the school district by pupil membership.

District Size	Planning Grant Amount	Implementation Grant Amount	Institutionalization Grant Amount
Up to 2,500 students	\$6,000	\$15,000	\$15,000
From 2,501 to 19,999 students	\$8,000	\$24,500	\$24,500
20,000 or more students	\$10,000	\$40,000	\$40,000

2. Match Requirements

Applicants are required to provide a one-to-one match; therefore, applicants must provide \$1.00 of match for every \$1.00 requested. The match funds may be cash or in-kind and may come from non-federal or federal sources so long as they are not from the Corporation for National and Community Service (CNCS).

3. Eligible Applicants

Local public school districts, intermediate school districts, and public school academies are eligible to apply for Learn and Serve - Michigan funds.

C. Other Requirements

1. Federal Financial Management and Grant Administration Requirements

As with all Federal grant programs, it is the responsibility of all Learn and Serve programs to ensure appropriate stewardship of federal funds entrusted to them. Under the CNCS regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the financial results of the Learn and Serve program. To meet this requirement, programs must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures. As of June 30, 1996, recent revisions to the Single

Audit Act and OMB Circular A-133 require all organizations to have financial audits if they annually expend \$300,000 or more under federal awards. This requirement applies to the organization's total expenditures each fiscal year under all of its federal awards, not just a Learn and Serve grant.

2. Program Monitoring Responsibilities

Learn and Serve - Michigan grantees are responsible for managing the day-to-day operations of the grant activities to assure they are in compliance with applicable Federal requirements and achieve their performance goals. Monitoring must include each project site, function and/or activity. Programs are responsible for ensuring high quality standards including: having a significant impact on the identified community need, ensuring participants complete the suggested number of hours in the appropriate time frame, ensuring participants are not performing prohibited activities, and ensuring participant activities are consistent with those described in the approved application. Each program should develop systems for close tracking and monitoring of these issues.

3. Program Reporting

Learn and Serve - Michigan programs must comply with all reporting required by MCSC, including semi-annual narrative reports, quarterly expenditure reports, semi-annual Financial Status Reports (FSR), and an annual Learn and Serve Online Reporting System (LASSIE) report.

4. Learn and Serve - Michigan Grantee Meetings

Grantees are required to participate in all Learn and Serve - Michigan meetings and conference calls. The MCSC will hold a minimum of one meeting and three conference calls. **Grantees should also budget a minimum of \$300.00 to attend the State Institute on Service-Learning.** A calendar of dates will be disseminated at the start of the grant year.

5. MCSC Trainings and Special Events

Learn and Serve - Michigan grantees are encouraged to participate in other MCSC training activities and special events. This includes, but is not limited to, participating in the National Service - Learning Conference, the National Community Service Conference, State Cross Stream Conference, MCSC Regional/Cluster meetings, Make a Difference Day and the Governor's Service Awards.

6. Email Capability

Learn and Serve - Michigan grantees are required to have email capability and will be required to subscribe to the Learn and Serve - Michigan listserv and encouraged to subscribe to the National Learn and Serve listserv. An annual (LASSIE) report must also be completed online.

7. Evaluation Requirements

All grant recipients are required to conduct ongoing evaluation in order to assess program performance and continually improve program quality. In addition, programs must agree to participate in all MCSC or CNCS research and evaluation efforts.

8. Prohibited Service

Program activities funded under the Learn and Serve - Michigan program may not include:

- Providing religious instruction, conducting worship services or engaging in any form of proselytizing;
- Assisting, promoting, or deterring union organizing;
- Financing, directly or indirectly, any activities designed to influence the outcome of an election to any public office; or
- Impairing existing contracts for services or collective bargaining agreements.

II. APPLICATION SUBMISSION INSTRUCTIONS

Your Learn and Serve - Michigan application must follow the order outlined in the following instructions. The application must not exceed the page limitations specified for each section. You must number the pages of the narrative section. **The application must be typed, double-spaced with one-inch margins, single-sided, and printed in 12-point font.** The title page, program summary, budget form, and budget narrative are not included in the narrative page limitation. An unstapled original and five stapled copies of your application must be submitted.

Learn and Serve - Michigan applications must be received no later than Wednesday, April 5, 2006 at the Michigan Community Service Commission, 1048 Pierpont Drive, Suite 4, Lansing, Michigan 48913. Copies may be mailed or hand-delivered. **Facsimiles and electronic submissions will not be accepted.** All application packets must contain the following:

A. Title Page (One page)

Complete the form located in the Appendix. THIS FORM MUST BE SIGNED. The original copy must have an original signature.

B. Executive Summary (One single-spaced page)

Provide a clear overview of the proposed program. Be succinct and as comprehensive as possible. Include a summary of the program design and the expected impact of the program. The program design should, at a minimum, summarize how the program will achieve the expected goals.

C. Summary of Past Accomplishments (One single-spaced page)

For applicants that currently receive Learn and Serve – Michigan funds or have previously received CNCS program funds of any type for the past three years, please provide a one page description of program accomplishments and outcomes you achieved in relation to your Learn and Serve – Michigan objectives during the past three-year period. Include a list of the other type(s) of CNCS program funds your organization received during the past three years.

D. 2006-2007 Program Narrative (Varying Page Limitations)

The narrative should address the statements and questions listed below. The questions are intended to guide you in writing your proposal. Please respond to all of the questions but do not feel limited in your responses. You may provide information that is not specifically addressed by the questions. In writing the program narrative you will want to refer to the specifics detailed throughout Section I, the Learn and Serve - Michigan Overview. The narrative must be organized in the same format as the Grant Narrative Questions Section that follows.

1. Planning Grant Narrative Questions (Not to exceed 10 double-spaced pages)

If you are applying for a planning grant, you must agree to the requirements listed below. Your narrative should address the topics listed under Program Design and Organizational Capacity.

Planning Grant Requirements

During the planning grant year, grantees must ensure the following:

- At least one teacher is identified from each building level to conduct a required pilot service-learning activity that must be completed by the end of the year.

- The teacher(s) conducting the pilot project(s) must attend service-learning training sessions offered by the MCSC.
- A minimum of two representatives from the district must attend all service-learning training and technical assistance sessions provided by the MCSC during the planning grant year.
- Service-learning needs assessments must be completed within the first six months of the grant cycle.
- A service-learning advisory board must be formed and must convene at least two times by the end of the year.
- Develop a plan for implementing service-learning district wide within four years.

a. Program Design (70%)

Describe your plans and timeline for developing service-learning for implementation during the 2006-07 school year. Your description should include, but not be limited to:

Need

- A needs statement that reflects the compelling need for service-learning in your district. (We ask you to focus on one or more compelling needs so that you can assess the results of your service-learning efforts on the identified need. Your needs statement may identify educational concerns within the student population, such as literacy, civic knowledge and participation, drop out rates or risky behavior, or you may cite needs in other issue areas. Please note that the absence of service-learning should not be cited as the need.)

Participants

- How will you identify teachers, administrators, schools, and community partners to be engaged in service-learning activities?
- What role will your curriculum director play in the development of your service-learning program?
- How will you ensure youth are involved in program design, implementation, and evaluation?
- How will you engage disadvantaged youth as participants and/or as recipients of service?

Program Preparation and Evaluation

- What forms of needs assessment will you perform to determine teacher-training needs, community needs, student academic needs, financial needs, and staffing needs for your service-learning program?
- How will you develop a plan to provide students with sequential high quality service-learning experiences so that at a minimum students have at least one service-learning experience at the elementary, middle, and high school levels?
- How will you develop a plan for continuous teacher training in service-learning methodology?
- How will you evaluate your progress in program planning?

Service-Learning Activities

- How will you develop a process to integrate curriculum standards into your service-learning activities across grade levels?
- How will you design service-learning programs to address core and non-core curriculum standards?

- How will you connect service-learning with other school initiatives such as safe and drug-free schools, school improvement, and career prep?

Support

- How will you develop support for service-learning within the district? Include your plans to develop communication with key stakeholders such as the superintendent, school board, school administrators, and parent-teacher organization.
- What plans do you have for forming a service-learning advisory board comprised of teachers, students, parents, administrators, community partners, and other key stakeholders?
- How will you engage adult volunteers in supporting your program?
- How will you develop a plan for sustaining service-learning in your school district?

b. Organizational Capacity (30%)

- Describe the organization's past experience and current capacity to operate or coordinate the proposed program.
- Include the backgrounds, experience, and relevant accomplishments of the principal staff and the percentage of time each staff member will dedicate to this program.
- Describe your organization's past experience with, or ability to, administer a federal grant.
- Describe the organization's track record of accomplishments.

2. Implementation Grant Narrative Questions

Implementation Grant Narratives may not exceed 15 pages.

Implementation Grant Requirements

By the end of three years of implementation, grantees in this category must ensure the following:

- Sequential service-learning opportunities are available for students at each grade span.
- Service-learning activities incorporate the Essential Elements of Service-Learning.
- Service-learning is connected to other school initiatives such as Safe and Drug Free schools, school improvement plans, and/or career prep.
- Service-learning addresses core and non-core curriculum standards.
- Service-learning is linked to state standards, assessments, and accountability tools.
- Service-learning is included annually as a part of the established professional development plan.
- Youth are consistently included in the design, implementation and evaluation of the service-learning initiative.
- All service-learning activities are of a sustained or significant duration so that student involvement lasts for a minimum of 20 hours per semester.

a. Program Design (80%)

Background

Describe your service-learning program for the 2006-07 school year. Your description should include, but not be limited to:

- How many students, teachers, administrators, schools, and community partners were involved in service-learning activities? How many subject areas were included in your service-learning activities?

- How many teachers were trained in service-learning methodology?
- How many teachers utilized service-learning as a teaching methodology?
- Were core and non-core curriculum standards integrated into your service-learning activities? If so, please describe which standards were addressed.
- Was service-learning connected with any other school initiatives (e.g., safe and drug free schools, school improvement, career preparation)? If yes, briefly describe the connection.
- **Need**
Provide a needs statement that reflects the compelling need for service-learning in your district. We ask you to focus on one or more compelling needs so that you can assess the results your service-learning efforts on the identified need. Your needs statement may identify educational concerns within the student population, such as literacy, civic knowledge and participation, drop out rates or risky behavior, or you may cite needs in other issue areas. Please note that the absence of service-learning should not be cited as the need.

Implementation

Briefly describe your plans to **expand** the implementation of service-learning activities in your school and district over the three-year implementation period. (Please answer the questions below in reference to expansion.)

- For service-learning activities, how will student, school, and community needs be identified?
- What will be the scope of your program in year one, two and three? Include the number of students, teachers, administrators, schools, and community partners who will be involved in service-learning activities and in which subject areas?
- How will you engage adult volunteers in supporting your program?
- What role(s) will youths have in your service-learning activities?
- How will you engage disadvantaged youth as participants and/or as recipients of service?
- What are your plans to integrate core and non-core curriculum standards into your service-learning activities across grade levels?
- What assessment methods will be used to document student learning, personal/social development, and civic engagement?

Professional Development

- What are your plans for providing professional development opportunities for teachers, administrators, and other school staff over the next three years? Include for each year, how many training sessions will be provided, how many teachers will be trained, how the training will be provided, and what the results of training will be.
- What are your plans for providing teachers and other key staff with on-going opportunities to network within and outside their schools in order to refine their service-learning practice?

Advisory Board

- What are your plans to expand an advisory board to represent sectors of the school and community such as students, teachers, administrators, parents, businesses, faith-based organizations, and nonprofit agencies? Please describe the function and responsibilities of advisory board members.
- What role will the advisory board play in implementing the proposed program?

Connection to Community and School

- What are your plans to connect your service-learning program with other school initiatives such as safe and drug-free schools, school improvement plans, and career prep?
- What are your plans to develop and expand your partnerships with community organizations? What will be the role of each partner?

Program Evaluation

- Describe your plans for program evaluation. Include how you will evaluate activities, assess the impact of the program on participants and evaluate the impact on the community, evaluate progress toward accomplishing the program's objectives and goals, and obtain regular feedback from participants and partners. Describe how results from program evaluation will be used to improve the overall quality of the program.

Dissemination and Public Relations

- How will you keep participants, interested individuals, and organizations informed about program activities and current issues?
- How will you educate key leaders about the benefits of service-learning?
- How will you develop support from key leaders for your program?

Sustainability

Please provide information that demonstrates efforts to build community support, both financially and programmatically.

- How will you meet the financial match requirements?
- What support exists within your school and community for the proposed program? Please provide letters of support from at least three different stakeholders (e.g., administrators, community partners, teachers, and parents) that demonstrate long-term commitment to the service-learning initiative. [Note: letters of support must be from individuals other than the grant writer(s).]
- How will your school continue the proposed program beyond the grant term?

b. Organizational Capacity (20%)

- Describe the organization's past experience and current capacity to operate or coordinate the proposed program.
- Include the backgrounds, experience, and relevant accomplishments of the principal staff and the percentage of time each staff member will dedicate to this program.
- Describe your organization's past experience with, or ability to, administer a federal grant.
- Describe the organization's track record of accomplishments.

3. Institutionalization Grant Narrative Questions (Institutionalization Grant Narratives may not exceed 18 pages.)

Institutionalization Grant Requirements

In addition to the grant requirements listed under the implementation category, by the end of the two-year institutionalization period, grantees in this category must work toward the following:

- Service-learning is addressed in school policies and hiring practices.
- Service-learning is incorporated in school improvement plans.
- District funds are specifically allocated for service-learning.
- A staff position is devoted to service-learning.
- Service-learning practices are documented and disseminated for replication.

- Ongoing partnerships are developed with higher education and community-based organizations to regularly conduct evaluations, research and/or professional development.
- Service-learning is evaluated on an annual basis in order to inform sustained program practice.
- Schedules, routines, and procedures are in place to support service-learning.

a. Program Design (80%)

Background

Describe your service-learning program for the 2006-07 school year. Your description should include, but not be limited to:

- How many students, teachers, administrators, schools, and community partners were involved in service-learning activities? How many subject areas were included in your service-learning activities?
- How many teachers were trained in service-learning methodology?
- How many teachers utilized service-learning as a teaching methodology?
- Were core and non-core curriculum standards integrated into your service-learning activities? If so, please describe which standards were addressed.
- Was service-learning connected with other school initiatives (e.g., safe and drug free schools, school improvement, career preparation)? If yes, briefly describe the connection.
- Describe how you have built support within the district to institutionalize service-learning. For example, does your school or district have policies or other forms of support for academic service-learning (e.g., staff position devoted to academic service-learning; funds allocated specifically for academic service-learning; release time for teachers; academic service-learning is a component of staff performance evaluation; academic service-learning is incorporated into school improvement plans)? Please provide a copy of any school and/or district policies.

• **Need**

A needs statement that reflects the compelling need for continued service-learning in your district. We ask you to focus on one or more compelling needs so that you can assess the results your service-learning efforts on the identified need. Your needs statement may identify educational concerns within the student population, such as literacy, civic knowledge and participation, drop out rates or risky behavior, or you may cite needs in other issue areas. Please note that the absence of service-learning should not be cited as the need.

Implementation

Briefly describe your plans for implementing service-learning activities in your school and district.

- For service-learning activities, how will student, school, and community needs be identified?
- What will the scope of your program be over the next two years? Include the number of students, teachers, administrators, schools, and community partners who will be involved in service-learning activities and in which subject areas?
- How will you engage adult volunteers in supporting your program?
- What role(s) will youths have in your service-learning activities?
- How will you engage disadvantaged youth as participants and/or as recipients of service?
- What assessment methods will be used to document student learning, personal/social development, and civic engagement?

Professional Development

- What are your plans for providing annual service-learning opportunities as a part of established professional development for teachers, administrators, and other school staff? Include how many training sessions will be provided, how many teachers will be trained, how the training will be provided, and how it will contribute to expanding support for and participation in service-learning.
- What are your plans for providing teachers and other key staff with on-going opportunities to network within and outside their schools in order to refine their service-learning practice?

Advisory Board

- What are your plans to expand your advisory board to represent sectors of the school and community such as students, teachers, administrators, parents, businesses, faith-based organizations, and nonprofit agencies? Please describe the function and responsibilities of advisory board members.
- What role will the advisory board play in the institutionalization of service-learning?

Connection to Community and School

- What are your plans to continue to connect your service-learning program with other school initiatives such as school improvement plans, school-to-work, safe and drug-free schools?
- What are your plans for expanding your partnerships with community organizations in order to provide a relationship among students, schools, partners and community partners?

Program Evaluation

- Describe your plans for program evaluation. Include how you will evaluate activities, assess the impact of the program on participants and evaluate the impact on the community, evaluate progress toward accomplishing the program's objectives and goals, and obtain regular feedback from participants and partners. Describe how results from program evaluation will be used to improve the overall quality of the program.

Dissemination and Public Relations

- How will you keep participants, interested individuals, and organizations informed about program activities and current issues?
- How will you educate key leaders about the benefits of service-learning?
- How will you develop support from key leaders for your program?

Sustainability

Please provide information that demonstrates efforts to build community support, both financially and programmatically.

- How will you meet the financial match requirements?
- What are your plans to secure policies and other forms of support for academic service-learning?
- What support exists within your school and community for the proposed program? Please provide letters of support from at least three different stakeholders (e.g., administrators, community partners, teachers, and parents) that demonstrate long-term commitment to the service-learning initiative. [Note: letters of support must be from individuals other than the grant writer(s).]
- How will your school continue the proposed program beyond the grant term?

b. Organizational Capacity (20%)

- Describe the organization's past experience and current capacity to operate or coordinate the proposed program.
- Include the backgrounds, experience, and relevant accomplishments of the principal staff and the percentage of time each staff member will dedicate to this program.
- Describe your organization's past experience with, or ability to, administer a federal grant.
- Describe the organization's track record of accomplishments.

E. School Participation Form

Applicants must complete and submit the School Participation Form located in the Appendix.

F. Grantee Program Information Form

Applicants must complete and submit the Grantee Program Information Form located in the Appendix. Please note with an asterisk if projected numbers have changed since your original application.

G. Project Impact Form

Applicants must complete and submit the Project Impact Form located in the Appendix.

H. Budget Form and Budget Narrative

Budget Form

Applicants must complete and submit the budget form located in the Appendix. The instructions for completing the budget form are also located in the Appendix.

Budget Narrative

Please complete and attach a detailed budget narrative that is organized in the same order as the budget form and clearly identifies the requested CNCS funds and grantee share. The grantee share of specific items should meet at least the minimum requirements as set forth by the CNCS and MCSC. The narrative must be completed for funds requested from the CNCS and for all other matching funds. For each line item, a full explanation must be provided in the budget narrative that specifies the purpose, cost basis, and calculation.

I. Assurances and Certifications

Complete the form following the instructions in the Appendix. **DO NOT FORGET TO GET THIS FORM SIGNED.** The original copy must have an original signature.

J. Learn and Serve - Michigan Application Submission Compliance Checklist

Applicants should complete and submit, with their Learn and Serve - Michigan application, the checklist located in the Appendix. Please review the following checklist to ensure that your application meets the submission requirements. Each application will be reviewed for compliance.

Any application received by MCSC not in compliance with any item on the following checklist may be considered ineligible for review.

K. Most Recent Audit

Applicants must submit one copy of their most recent independent audit to include financial schedules.

III. SELECTION PROCESS

A. Review and Selection

The review and selection of the Learn and Serve - Michigan applications is a multiple-step process as described below.

1. Interested applicants must submit an Intent to Apply form by **March 15, 2006**.
2. Interested applicants must submit a Learn and Serve - Michigan application by 5:00 p.m. on **Wednesday, April 5, 2006**.
3. Applications will be reviewed by a panel of external peer reviewers. After the external peer review, the panel will make its recommendations based on the criteria listed in the application guidelines.
4. The MCSC staff will review the applications for requirements, priorities, and preferences (as detailed in the application guidelines). The staff will also consider:
 - **Geographic diversity** – The MCSC will ensure that the programs recommended for funding are geographically diverse and include projects in urban and rural areas.
 - **Geographic concentration** – The MCSC may recommend funding programs that will enable it to test the effect of concentrating a critical mass of participants in a specific geographic area.
 - **Diversity** – The MCSC seeks to fund a broad range of programs with various approaches to addressing community need.
 - **Past performance** – The MCSC will review past performance of previous grantees. Areas that will be reviewed include the timely submission of program and financial reports, participation in meetings, achievement of objectives, adequate growth of program.
5. Based on the peer and staff review, applicants may be asked to revise their applications. The revised applications are due to MCSC no later than 5:00 p.m. on **May 26, 2006**. MCSC staff will review the revised proposals.
6. The MCSC will submit the recommended Learn and Serve - Michigan proposals to the MCSC Commissioners for review on **June 9, 2006**.
7. 2006-2007 Learn and Serve – Michigan grants begin September 1, 2006.

B. Criteria

The Learn and Serve - Michigan applications will be evaluated on the quality of the content according to the general categories and relative weights listed below.

1. Planning Grants

a. Program Design (70%)

Participants (20%)

Program Preparation and Evaluation (20%)

Service-Learning Activities (15%)

Support (15%)

b. Organizational Capacity (30%)

2. Implementation Grants

a. Program Design (80%)

Background (10%)

Need (5%)

Implementation (10%)

Professional Development (10%)

Advisory Board (10%)

Connection to Community and School (10%)

Program Evaluation (10%)

Dissemination and Public Relations (5%)

Sustainability (10%)

b. Organizational Capacity (20%)

3. Institutionalization Grants

a. Program Design (80%)

Background (10%)

Need (5%)

Implementation (10%)

Professional Development (10%)

Advisory Board (10%)

Connection to Community and School (10%)

Program Evaluation (10%)

Dissemination and Public Relations (5%)

Sustainability (10%)

b. Organizational Capacity (20%)

APPENDIX

Forms and Instructions



**LEARN AND SERVE – MICHIGAN
SCHOOL-BASED PROGRAM
2006-2007
INTENT TO APPLY FORM**

Applicant Organization: _____

Contact Person: _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____

Email Address: _____

I anticipate applying for:

☐ Planning Grant ☐ Implementation Grant ☐ Institutionalization Grant

You may fax or mail this form to:

Michigan Community Service Commission
1048 Pierpont, Suite 4
LANSING, MICHIGAN 48913
Fax: (517) 373-4977
Phone: (517) 241-2553

THE FORM MUST BE RECEIVED NO LATER THAN 5:00 P.M. MARCH 15, 2006.



LEARN AND SERVE – MICHIGAN SCHOOL-BASED PROGRAM 2006-2007 TITLE PAGE

Date of Submission: _____

1. Legal Applicant

Name of Applicant Organization: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ Email: _____

Summer Contact:

Name of Applicant Organization: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ Email: _____

2. Employer Identification Number: _____

3. The total number of years your organization has received Learn & Serve – Michigan School-Based funds

4. Grant Category: ☐ Planning Grant ☐ Implementation Grant ☐ Institutionalization Grant

5. Michigan and US Congressional Districts:

Michigan Senate District of area served: _____

Michigan House District of area served: _____

US Congressional District of area served: _____

6. Budget:

CNCS Share Requested: _____ Grantee Share: _____

TOTAL BUDGET: _____

7. Certification:

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filling of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the certifications and assurances required of applicants if this assistance is approved.

Name: _____ Signature: _____

Title: _____ Date: _____



LEARN AND SERVE – MICHIGAN SCHOOL-BASED PROGRAM 2006-2007 TITLE PAGE INSTRUCTIONS

Item 1 Legal Applicant

- The Legal Applicant is the agency that takes formal responsibility and assumes the liability for the program.
- The point of contact is often the supervisor of the person who has the day-to-day responsibility for administering the program. We will send the notification of grant awards to this person at the address provided.
- Provide current contact and summer contact information for the point of contact.

Item 2 Employer Identification Number

- Enter the legal applicant's 9-digit Employer Identification Number (EIN) as assigned by the Internal Revenue Service.

Item 3 Total Number of Years Funded

- Enter the total number of years your organization has received Learn & Serve – Michigan School-Based funds.

Item 4 Grant Category

- Enter whether your organization is applying for an Implementation or Institutionalization Grant.

Item 5 District

- Enter your organization's Michigan Senate District of area served, your organization's Michigan House District of area served, and your organization's US Congressional District of area served.

Item 6 Budget

- Enter the total amount of CNCS funds requested and your Grantee funds. Add both the CNCS Share Requested and the Grantee Share to get the Total Budget. Please enter that amount in the Total Budget section.

ITEM 7 CERTIFICATION

- Enter the name and title of the official who has the authority both to commit the organization to accept Federal funding and to carry out the proposed program. Submit the original ink-signed copy of the authorizing official's signature. **Do NOT forget to have this form signed.**

School Participation Form

2006-2007

School Level Implementation

Provide an updated list of schools participating in the service-learning initiative for 2004-2005 year. Provide information on the implementation strategy used in each school and the year that the school became actively involved.

Name of School	S-L Implementation Strategy (e.g. Grades, Subjects, and Programs)	Year it became actively involved

Grantee Program Information Form 2006-2007

Local Educational Agency	Service-Learning Coordinator
Service-Learning Web Site Address _ http://	

Number of Student Participants: Estimate the number of student participants involved in service-learning by grade level.
 Grades K-5: _____ Grades 6-8: _____ Grades 9-12: _____ Total Students: _____

Numbers of Non-Student Participants: Estimate the number on non-student participants involved, by category.
 Teachers: _____ Administrators: _____ Parents/family members: _____ Community Members: _____

Targeted Student Population Information: Check ✓ all boxes that most appropriately describe the unique student populations that were involved in service-learning through this grant.

<input type="checkbox"/> Continuation/Alternative Education	<input type="checkbox"/> Gifted & Talented Program	<input type="checkbox"/> Court and Community School
<input type="checkbox"/> Limited English Proficient	<input type="checkbox"/> Special Education	<input type="checkbox"/> Other (Identify): _____

Subject Areas: Check all the boxes that most appropriately describe subject areas in which service-learning will be used during the 2006-2007 school year.

<input type="checkbox"/> Agricultural education	<input type="checkbox"/> Health Education	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Arts: Visual or Performing	<input type="checkbox"/> History/Social Studies	<input type="checkbox"/> Science (including Environmental Ed)
<input type="checkbox"/> Business Education	<input type="checkbox"/> Home Economics	<input type="checkbox"/> Visual Communications (inc. Drafting, graphics)
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Industrial/Technical Ed	<input type="checkbox"/> Other (Identify): _____
<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other (Identify): _____

Institutional Support/Funding Sources: Check ✓ categorical programs that will directly or indirectly support service-learning at the district and schools (e.g., cash, transportation, release time, paraprofessional support).

<input type="checkbox"/> NCLB Title I	<input type="checkbox"/> School Improvement Program
<input type="checkbox"/> NCLB, Bilingual Education (Title VII)	<input type="checkbox"/> School-Based Coordinated Program
<input type="checkbox"/> NCLB, Migrant Education (Title IC)	<input type="checkbox"/> School to Career
<input type="checkbox"/> NCLB, Eisenhower (Title II Part B)	<input type="checkbox"/> Staff Development Funds
<input type="checkbox"/> NCLB, Safe & Drug Free (Title IV)	<input type="checkbox"/> Tobacco Use Prevention Education (TUPE)
<input type="checkbox"/> Gifted and Talented Education	<input type="checkbox"/> Environmental Education Grant
<input type="checkbox"/> Specialized Secondary Schools Program	<input type="checkbox"/> Student Leadership Grant
<input type="checkbox"/> After School Programs	<input type="checkbox"/> Technology Grant
<input type="checkbox"/> Healthy Start	<input type="checkbox"/> Other (Identify): _____

Project Impact Form

2006-2009

LEA	Name/Title of Person completing this form
-----	---

In which setting does your partnership operate? ☐ Rural ☐ Suburban ☐ Urban ☐ Mixed

CURRENT AND PROJECTED PARTICIPANT DATA

Student Participants	Total in District	Indicate the total number of projected participants for each year			
		05-06	06-07	07-08	08-09
Students in Grades K-5					
Students in Grades 6-8					
9-12 Students at Comprehensive High Schools					
9-12 Students at Alternative Settings					
Total Students					

School Participation	Total in District	Indicate the total number of projected participants for each year			
		05-06	06-07	07-08	08-09
Elementary					
Middle/Junior High					
High					
Total Schools					

School Employees	Total in District	Indicate the total number of projected participants for each year			
		05-06	06-07	07-08	08-09
Teachers					
Administrators/School Board Members					
Other School Staff					
Total School Employees					

Parents and/or Family Members	Total in District	Indicate the total number of projected participants for each year			
		05-06	06-07	07-08	08-09
Total Parents and/or Family Members					

Community Representatives	Total in District	Indicate the total number of projected participants for each year			
		05-06	06-07	07-08	08-09
From Community-Based Organizations					
From Public Agencies					
From Business					
AmeriCorps Members					
AmeriCorps VISTA					
Senior Corps (RSVP, Foster Grandparents, Senior Companion)					
Legislators and Community Officials					
Other					
TOTAL ALL PARTICIPANTS					



LEARN AND SERVE – MICHIGAN SCHOOL-BASED PROGRAM 2006-2007 BUDGET FORM

Date Submitted: _____

☐ Original

☐ Revision: _____
(Date of Revision)

Applicant Organization: _____

A. Staff	CNCS Share	Grantee Share	Total
Salaries			
Benefits			
Other			
<u>Subtotal A</u>			
B. Operational			
Travel			
Transportation			
Professional Development			
Supplies/Materials			
Printing/Mailing			
<u>Subtotal B</u>			
C. Other			
<u>Subtotal C</u>			
D. Administration (5% cap)			
E. Total			

The applicant is required to provide a \$1 for \$1 match. The match funds may be cash or in-kind and may come from non-federal and federal sources other than the Corporation for National and Community Service.

BUDGET FORM AND BUDGET NARRATIVE INSTRUCTIONS

The budget should be the last component of the proposal developed. The budget should be sufficient to perform the tasks described in the proposal narrative. It should not contain unexplained amounts for miscellaneous or contingency costs or unallowable line items such as entertainment costs. **A budget form and budget narrative must accompany your application.**

BUDGET NARRATIVE

It will be easier to complete the budget narrative first, using the line items on the budget form as a guide, then transferring the totals to the budget form. The budget narrative should be organized in the same order as the budget form and clearly identify the requested CNCS share and grantee share. The grantee shares in specific items should meet at least the minimum requirements as in the application guidelines.

The budget narrative must be completed for both funds requested from the CNCS and for other federal/state/local/private funds. It should show whether the grantee share is in-kind or cash and whether the cash match comes from other federal versus non-federal funds. For each of the line items contained on the budget form, a full explanation must be provided in the budget narrative that explains the item, its purpose, and shows how the cost was calculated-- please use an equation format where appropriate. For example, travel should be broken down into discrete components, then equations prepared showing the number of anticipated trips, the number of travelers, and the estimated cost.

Narrative Sample

	<u>CNCS Share</u>	<u>Grantee</u>	<u>Total</u>
Travel to State Commission Workshop:			
2 staff x (2 days x \$120 per diem) + mileage (150 miles x .25 mile)= \$517.50	\$317.50	\$200.00	\$517.50
Training for participants:			
100 participants x \$50 = \$5,000	\$3,000	\$2,000	\$5,000
Staff			
1 Program Director			
10% @ 35,000 = \$3,500	\$3,000	\$500	\$3,500
(Overall program management)			
2 Project Coordinators			
100% @ \$20,000 = \$40,000	\$34,000	\$6,000	\$40,000
(Provide daily supervision to participants, training, monitoring, and progress reports)			

Compliance with Federal Legal Requirements

Programs must comply with all applicable federal laws, regulations, and OMB Circulars for grant management, allowable costs, and audits.

BUDGET FORM Instructions

Item A: Staff

The portion of staff costs that are attributed directly to the administration of your Learn and Serve - Michigan program (e.g. salaries and benefits) are allowable. Staff who is indirectly involved in the management or operation of the applicant organization may only be funded through the administrative cost section of the budget.

Item B: Operational

Costs that are directly related to operating the Learn and Serve - Michigan program.

Travel

Costs associated with transportation, lodging, and other related expenses for staff and Michigan's Learn and Serve participants outside their local service site. This may include costs to attend the annual national service-learning conference hosted by the National Youth Leadership Council or other national conferences.

Each applicant should budget funds to attend a statewide Michigan's Learn and Serve program directors meeting being held in Lansing and 2 regional meetings. Applicants should budget for mileage. In addition, programs that will require overnight accommodations should include those expenses in their budgets.

Local Transportation

Costs associated with traveling locally such as bus passes to local sites, mileage reimbursement for use of car, etc.

Professional Development

Costs associated with professional development activities including attending conferences and workshops and conducting trainings and staff in-services. **Please budget a minimum of \$300.00 for attendance at the State Institute on Service – Learning.**

Supplies/Materials

In this category you may include costs for basic materials and supplies necessary to operate your program. This may include supplies for service-learning activities, written resources and materials

Printing/Mailing

In this category you may include costs for printing, copying, and mailing.

Item C: Other

This category includes other costs associated with operating your Learn and Serve - Michigan program. Allowable costs in this section may include space rental (for sites where programs operate), utilities, and telephone and Internet expenses that are directly and specifically used for Learn and Serve - Michigan participants and directly involve staff. Each item should be listed and justified in the budget narrative.

Item D: Administration

No more than 5% of the total grant amount may be used to pay for administrative costs. Administrative costs means general or centralized expenses of overall administration of an organization that receives

Corporation funds and does not include particular program or project costs. For organizations that have an established indirect cost rate for Federal awards, administrative costs means those costs that are included in the organization's indirect cost rate. Such costs are generally identified with the organization's overall operation and are further described in Office of Management and Budget Circulars

A-21, A-87, and A-122. For organizations that do not have an established indirect cost rate for Federal awards, administrative costs include:

- (1) costs for financial, accounting, auditing, contracting or general legal services except in unusual cases where they are specifically approved in writing by the Corporation as program costs;
- (2) costs for internal evaluations including overall organizational management improvement costs (except for independent and internal evaluations of the program that evaluations are specifically related to creative methods of quality improvement); and
- (3) costs for general liability insurance that protects the organization responsible for operating a program, other than insurance costs solely attributable to the program.

Administrative costs may also include that portion of salaries and benefits of the program's director and other administrative staff not attributable to the time spent in support of a specific program. The principles that pertain to the allocation and documentation of personnel costs are stated in the OMB circulars that are incorporated in Corporation regulations [45 CFR 2541.220(b)].

Limitation by statute: the Corporation share of administrative costs cannot exceed 5% of total Corporation funds actually expended under the grant. To arrive at the Corporation maximum share of 5%, multiple the sum of Subtotal A, plus Subtotal B through E in the Corporation share column by 5.26%

Fixed 5%: If approved on a case-by-case basis by the Corporation, the grantee may charge, for administrative costs, a fixed 5% of the total of the Corporation funds expended. In order to charge this fixed 5%, the grantee match for administrative costs may not exceed 10% of all direct cost expenditures. These rates may be used without supporting documentation and are in lieu of an indirect cost rate.

Indirect Cost Rates: If grantees have an approved indirect cost rate, such rate will constitute documentation of the grantee's administrative costs including the 5% maximum payable by the Corporation and the grantee match of administrative costs. If a grantee wants to claim more than 10% match in administrative costs it must have or obtain an approved indirect cost rate. Where appropriate, the Corporation will establish an indirect cost rate that may be used for this and other Federal awards.

Consistency of Treatment: To be allowable under an award, cost must be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the organization. Furthermore, the costs must be accorded consistent treatment in both federally financed and other activities as well as between activities supported by different sources of federal funds.

To calculate the Corporation maximum share of 5%, multiple the sum of Subtotal A, plus Subtotal B through E in the Corporation share column by 5.26%

Item E: Total Budget



LEARN AND SERVE – MICHIGAN SCHOOL-BASED PROGRAM

CERTIFICATION AND ASSURANCES

Certification Signature

Signature: By signing this Certification page, you certify that you agree to perform all actions and support all intentions in the Certification sections of this application. The three Certifications are:

- ☐ Certification: Debarment, Suspension and Other Responsibility Matters
- ☐ Certification: Drug-Free Workplace
- ☐ Certification: Lobbying Activities

Legal Applicant: _____

Project Name: _____

Name and Title of Authorized Representative: _____

Signature: _____

Date: _____

ASSURANCE SIGNATURE

Note: *Sign this form and include in the application.*

Signature: By signing this assurances page, you certify that you agree to perform all actions and support all intentions in the Assurances section.

Organization Name: _____

Project Name: _____

Name and Title of Authorized Representative: _____

Signature: _____

Date: _____

CERTIFICATIONS AND ASSURANCES FORM INSTRUCTIONS

Instructions

By signing and submitting this application, as the duly authorized representative of the applicant, you certify that the applicant will comply with the Certifications and Assurances described below.

a) Inability to certify

Your inability to provide the certifications or assurances listed below will not necessarily result in denial of a grant. You must submit an explanation of why you cannot do so. We will consider your explanation in determining whether to enter into this transaction. However, your failure to furnish an explanation will disqualify your application.

b) Erroneous certification or assurance

The certifications and assurances are material representations of fact upon which we rely in determining whether to enter into this transaction. If we later determine that you knowingly submitted an erroneous certification or assurance, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

c) Notice of error in certification or assurance

You must provide immediate written notice to us if at any time you learn that a certification or assurance was erroneous when submitted or has become erroneous because of changed circumstances.

d) Definitions

The terms “covered transaction”, “debarred”, “suspended”, “ineligible”, “lower tier covered transaction”, “participant”, “person”, “primary covered transaction”, “principal”, “proposal”, and “voluntarily excluded” as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. An applicant shall be considered a “prospective primary participant in a covered transaction” as defined in the rules implementing Executive Order 12549. You may contact us for assistance in obtaining a copy of those regulations.

e) Certification requirement for subgrant agreements

You agree by submitting this proposal that if we approve your application you shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by us.

f) Certification inclusion in subgrant agreements

You agree by submitting this proposal that you will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions,” provided by us, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

g) Certification of subgrant principals

You may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless you know that the certification is erroneous. You may decide the method and frequency by which you determine the eligibility of your principals. You may, but are not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.

h) Non-certification in subgrant agreements

If you knowingly enter into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

i) Prudent person standard

Nothing contained in the foregoing may be construed to require establishment of a system of records in order to render in good faith the certifications and assurances required. Your knowledge and information is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

CERTIFICATIONS

Certification – Debarment, Suspension, and Other Responsibility Matters

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, *Participants' responsibilities*.

- A. As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor its principals:
- Is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
 - Has, within a three-year period preceding this application, been convicted of, or had an adverse civil judgment entered in connection with, fraud or other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
 - Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification, and
 - Has not, within a three-year period preceding this application, had one or more public transactions (federal, state or local) terminated for cause or default;
- B. If you are unable to certify to any of the statements in this certification, you must attach an explanation to this application.

Certification – Drug-Free Workplace

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification may be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Section 85.615 and 85.620).

As the duly authorized representative of the grantee, I certify, to the best of my knowledge and belief, that the grantee will provide a drug-free workplace by:

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- B. Establishing a drug-free awareness program to inform employees about—
 - the dangers of drug abuse in the workplace,
 - the grantee's policy of maintaining a drug-free workplace.
 - any available drug counseling, rehabilitation, and employee assistance programs, and
 - the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);
- D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will:
 - abide by the terms of the statement, and
 - notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
- E. Notifying us within ten days after receiving notice under subparagraph (D) from an employee or otherwise receiving actual notice of such conviction;
- F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (D), with respect to any employee who is so convicted—
 - Taking appropriate personnel action against such an employee, up to and including termination; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;
- G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A) through (F).

Certification – Lobbying Activities

As required by Section 1352, Title 31 of the U.S. Code, as the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that:

- I. No federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into of any cooperative agreement, or modification of any federal contract, grant, loan, or cooperative agreement;
- II. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;
- III. The applicant will require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

ASSURANCES

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant:

- I. Has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- II. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the state, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- III. Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

- I. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
- II. Will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686). which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- III. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
- IV. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
- V. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C 276a and 276a-77), the Copeland Act (40 U.S.C 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.

- VI. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- VII. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C 1451 et seq.); (f) conformity of federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- VIII. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- IX. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
- X. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- XI. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- XII. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
- XIII. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984, as amended, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

- XIV. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
- XV. Will keep such records and provide such information to us with respect to the program as may be required for fiscal audits and program evaluation.
- XVI. Will not use the assistance to replace state and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
- XVII. Will develop an age-appropriate learning component for participants in the program that includes a chance for participants to analyze and apply their service experiences.
- XVIII. Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.
- XIX. Will comply with the Notice, Hearing, and Grievance Procedures found in § 176 of the Act.
- XX. Will, prior to the placement of a participant, consult with the appropriate local labor organization, if any, representing employees in the area who are engaged in the same or similar work as that proposed to be carried out by the program, to prevent the displacement and protect the rights of those employees.
- XXI. Will comply with the nondisplacement rules found in § 177(b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will infringe on the promotional opportunity of an employed individual; an AmeriCorps participant shall not perform any services or duties or engage in activities that (1) would otherwise be performed by an employee as part of the employee's assigned duties, (2) will supplant the hiring of employed workers, (3) are services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; or (4) have been performed by or were assigned to any presently employed worker, an employee who recently resigned or was discharged, an employee who is on leave, an employee who is on strike or is being locked out, or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.

XXII. Will comply with the ineligible service provisions found in section 132 of the Act. Specifically a program may not use assistance or any approved national service position to perform service that provides direct benefit to any: (1) business organized for profit; (2) labor union; (3) partisan political organization; (4) organization engaged in religious activities (unless such service does not involve the use of assistance or participants to give religious instruction, conduct worship services, provide instruction as part of a program that includes mandatory religious education or worship, construct or operate facilities devoted to religious instruction or worship, or engage in any form of proselytization); or (5) nonprofit organization that fails to comply with the restrictions contained in section 501 (c) (3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)). However, the provisions of section 132 of the Act shall not be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative.

LEARN AND SERVE - MICHIGAN COMPREHENSIVE PROPOSAL APPLICATION SUBMISSION REQUIREMENTS CHECKLIST

Please review the following checklist to ensure that your application meets the submission requirements. Each application will be reviewed for compliance. **Any application received by MCSC not in compliance with any item on the following checklist will be considered ineligible for review.** The application will be returned to the applicant.

Please complete and submit the checklist along with your Learn and Serve - Michigan application. This checklist should be placed on top of your application. Do not staple the checklist to the application. Only one copy of the checklist needs to be submitted.

Applicant Organization: _____

Applicants must submit one unbound original and five (5) copies of a completed application package that includes:

- ☐ **TITLE PAGE**
 - ☐ Original copy of the application must have an original signature.
 - ☐ Applicants must use the form provided in the Appendix.
 - ☐ The form must be typed.
- ☐ **EXECUTIVE SUMMARY**
 - ☐ The single-spaced page must be typed.
- ☐ **SUMMARY OF PAST ACCOMPLISHMENTS**
 - ☐ Typed.
 - ☐ Double-spaced and in not less than 12-point font size.
 - ☐ One-inch margins.
- ☐ **PROGRAM NARRATIVE**
 - ☐ Typed.
 - ☐ Double-spaced and in not less than 12-point font size.
 - ☐ One-inch margins.
 - ☐ Planning Grant Narratives may not exceed 10 pages. Implementation Grant Narratives may not exceed 15 pages. Institutionalization Grant Narratives may not exceed 18 pages.
 - ☐ The narrative must follow the narrative format and include headers for each section.
- ☐ **SCHOOL PARTICIPATION FORM**
 - ☐ Applicants must use the form provided in the Appendix.
 - ☐ The form must be typed.

- ☐ **GRANTEE PROGRAM INFORMATION FORM**
 - ☐ Applicants must use the form provided in the Appendix.
 - ☐ The form must be typed.

- ☐ **PROJECT IMPACT FORM**
 - ☐ Applicants must use the form provided in the Appendix.
 - ☐ The form must be typed.

- ☐ **BUDGET FORM**
 - ☐ Applicants must use the form provided in the Appendix.
 - ☐ The form must be typed.

- ☐ **BUDGET NARRATIVE**
 - ☐ The narrative must follow the order of the budget form. (The budget narrative may be single-spaced).

- ☐ **CERTIFICATIONS AND ASSURANCES FORM**
 - ☐ Applicants must use the form provided in the Appendix.
 - ☐ The original must have an original signature.
 - ☐ The pages must be numbered.

- ☐ **MOST RECENT AUDIT**